

## STATE OF INDIANA

### JOB PERFORMANCE REQUIREMENTS

#### PUBLIC FIRE AND LIFE SAFETY EDUCATOR II

##### PURPOSE AND VISION FOR THE PUBLIC FIRE AND LIFE SAFETY EDUCATOR II

The Job Performance Requirements (JPR's) for Public Fire and Life Safety Educator II, as determined by the Indiana Board of Firefighting Personnel Standards and Education is focused on firefighter's who are or who want to become certified as a Public Fire and Life Safety Educator II. The Indiana Board of Firefighting Personnel Standards and Education, has determined that the Job Performance Requirements for Public Fire and Life Safety Educator II, shall be based on NFPA 1035 (2000 Edition) *Standard for Public Fire and Life Safety Educator, Chapter 3*. It is with this purpose that the Public Fire and Life Safety Educator II is established within this standard, *Indiana Administrative Code 655 IAC 1-2.1-17*.

To be eligible for certification as a Public Fire and Life Safety Educator II, firefighter's must fulfill the following prerequisites and requirements:

1. The candidate shall be certified as a Public Fire and Life Safety Educator I.
2. **Successfully complete all of the required Job Performance Requirements (JPR's)**, as administered by the Lead Evaluator per, the policies set forth by the Indiana Board of Firefighting Personnel Standards and Education.
3. Complete an "**Application for Certification**" form, ensure the Lead Evaluator has signed the "Lead Evaluators Acknowledgment" form and submit the forms to the Indiana Public Safety Training Institute. Form procedures and PSTI address are included later in this manual.

##### BOARD APPROVED TRAINING COURSES

The Indiana Board of Firefighting Personnel Standards and Education does not require a particular training course for Public Fire and Life Safety Educator II. The Candidate will be evaluated based on the objectives of NFPA 1035 (2000 Edition).

##### SAFETY ON THE FIRE/TRAINING GROUND

The Indiana Board of Firefighting Personnel Standards and Education recommends that all Instructors, Lead Instructors, Evaluators, and Lead Evaluators have a complete understanding of the responsibility accepted by assuming the title of Lead Evaluator, Lead Instructor, Evaluator, and/or Instructor. It is important to remember **that you are responsible for the safety of all students while on the fire/training grounds**. Information regarding the laws and standards of training ground safety, may be found in the following:  
**OSHA 1910.456, 1910.120, 1910.134, 1910.1013**  
**NFPA 1500, 1403, 1404, 1410, 1451, 1470**

## **STATE OF INDIANA**

### **JOB PERFORMANCE REQUIREMENTS**

#### **PUBLIC FIRE AND LIFE SAFETY EDUCATOR II**

##### **PRACTICAL SKILLS TEST FOR PUBLIC FIRE AND LIFE SAFETY EDUCATOR II**

The candidate must complete all of the Job Performance Requirements in this booklet, throughout the course. An approved evaluator must witness the candidate's performance, mark as "Pass or Fail", document further education recommendations, and sign and date each JPR. After the candidate has successfully completed each Job Performance Requirement, and the Evaluator has signed each module, the Lead Evaluator must sign a "Lead Evaluators Acknowledgment" and forward the JPR booklet to the candidate's home fire department. The JPR booklet should be kept in the candidate's personal training file.

##### **RECEIVING PUBLIC FIRE AND LIFE SAFETY EDUCATOR II CERTIFICATION**

Firefighter's meeting all of the requirements and prerequisites are eligible to apply, to the Indiana Board of Firefighting Standards and Education, for certification. The Candidate is required, upon request from PSTI staff, to provide proof that all prerequisites and requirements have been met. To apply, complete an "Application for Certification" and forward it along with a copy of the "Lead Evaluator's Acknowledgment" to the Indiana Public Safety Training Institute at the following address.

**Indiana Public Safety Training Institute  
302 West Washington Street  
Room E239  
Indianapolis, Indiana 46204**

##### **RELEASE OF STUDENT INFORMATION**

The Public Records Law of the Indiana Code prohibits the release of participant grades to anyone other than the participant unless written permission is first obtained from the participant. The registration form, which is signed before each course or certification exam is conducted, contains the following information release statement. The participant acknowledges when he or she signs the form: "I hereby authorize the release of any or all information concerning my enrollment in this course only to the Chief Officer of my organization or his designee."

##### **WRITTEN EXAMINATION FOR PUBLIC FIRE AND LIFE SAFETY EDUCATOR II**

The written examination stems from a test bank, employed by PSTI. The computer creates versions of the exam by randomly generating One hundred- (100) questions per test. The tests are referenced from the following:

## **STATE OF INDIANA**

### **JOB PERFORMANCE REQUIREMENTS**

#### **PUBLIC FIRE AND LIFE SAFETY EDUCATOR II** **REFERENCE LISTS**

NFPA 1035 (2000 Edition)

IFSTA Fire and Life Safety Educator, 2<sup>nd</sup>. Edition, 1<sup>st</sup>. Printing

IFSTA Fire Service Instructor, 5<sup>th</sup>. Edition, 1<sup>st</sup>. Printing

IFSTA Fire Department Company Officer, 2<sup>nd</sup>. Edition, 3<sup>rd</sup>. Printing

Pennwell Publishing Company; The Fire Chief's Handbook, 5<sup>th</sup>. Edition

#### **SAMPLE TEST QUESTIONS**

1. A \_\_\_\_\_ is a comprehensive strategy that addresses fire and life safety issues via educational; means?
  - a. **Program**
  - b. Lesson plan
  - c. Presentation
  - d. Curriculum
2. Incomplete program documentation could result in:
  - a. Mismanagement of student's time
  - b. Unable to measure program effectiveness
  - c. Potential loss of funding
  - d. **All of the above**

#### **SCORING TESTS AND RETEST PROCEDURES**

Students may retake a test within 90 days from the date of the first test. If the student fails the second test, he/she has the option to:

- 1.) Retake the entire course
- 2.) Wait for a period of one year to challenge the test again.

All cognitive exams are computer scanned for grading; any questions with more than one answer marked will be counted as an incorrect answer and deducted from the score. Any questions that are not answered will also be counted incorrect. The final score is determined by deducting the number of incorrect and blank answers, times the question point value from 100 percent to establish a raw score. The raw score is then rounded to the nearest whole number to establish a final score. You must answer 70 percent or higher of the questions correct to receive a passing score.

## STATE OF INDIANA

### JOB PERFORMANCE REQUIREMENTS

### PUBLIC FIRE AND LIFE SAFETY EDUCATOR II

# Lead Evaluator Form

**CANDIDATE:** \_\_\_\_\_

**EVALUATOR:** \_\_\_\_\_

**DATE:** \_\_\_\_\_ **COURSE NUMBER:** \_\_\_\_\_

**LOCATION:** \_\_\_\_\_

**OBJECTIVE:** The Job Performance Requirement Skills Evaluation System is divided into Skills Stations based upon subject headings within the certification standard. Each of these Skill Stations is then broken down into Skill Tests drawn from each component of the standard. This is an "Evaluation" and not a "Training Session". The Candidate must satisfactorily pass each skill.

**INSTRUCTORS AND EVALUATORS:** Each skill test presented within this Skill Packet is based upon Job Performance Requirements identified by The National Protection Association (NFPA) and approved by the Indiana Board of Firefighting Personnel Standards and Education (BFPSE). Latitude is granted to the Lead Instructor and/or Lead Evaluator to modify the Skill Test to the extent necessary to accomplish the specified objectives. Necessary modification is therefore granted to the Instructor II/III serving as Lead Instructor and/or Lead Evaluator provided the evaluation and testing results satisfy the Job Performance Requirement as describes by the standard.

#### **CANDIDATES**

If the Candidate cannot perform a task, the evaluator will identify that task as a "Recommended Area for Further Training". Each Candidate shall advise the Evaluator when they have completed all evaluations scheduled for that day. Candidates have the option to retake any skill test at the end of the evaluation session or during a make-up session by the Instructor.

**GOOD LUCK!**

(NOTICE: An asterisk (\*) following the number or letter designating a paragraph indicates that explanatory material on the paragraph can be found in Appendix A of NFPA 1035, *Standard for Public Fire and Life Safety Educator, 2000 Edition*.)

## **STATE OF INDIANA**

### **JOB PERFORMANCE REQUIREMENTS**

#### **PUBLIC FIRE AND LIFE SAFETY EDUCATOR II**

**655 IAC 1-2.1-17**

**IC 22-14-2-7**

**Section 16:** (a) The minimum training for standards for **Public Fire and Life Safety Educator II** certification shall be set out in that certain document, being titled as NFPA 1035, *Standard for Professional Qualifications for **Public Fire and Life Safety Educator***, Chapter 3, (2000 Edition), published by NFPA, Batterymarch Park, Quincy Massachusetts 02269, which is hereby adopted by reference and made a part of this rule as if fully set out in this rule.

(b) The candidate shall be certified as a **Public Fire and Life Safety Educator I**. (*Board of Firefighting Personnel Standards and Education; 655 IAC 1-2.1-17; Jul 18, 1996, 3:00 p.m.: 19 IR 3393*)

#### **NFPA 1035 (2000 Edition)**

#### **Standard for Public Fire and Life Safety Educator**

##### **3-1 General Requirements.**

The Public Fire and Life Safety Educator II shall meet the job performance requirements defined in Sections 3-1 through 3-4.

##### **3-1.1 General Requisite Knowledge.**

Learning theory; statistical analysis methods, resources; evaluation techniques.

##### **3-1.2 General Requisite Skills.**

Ability to transfer content knowledge verbally and in writing.

## **STATE OF INDIANA**

### **JOB PERFORMANCE REQUIREMENTS**

#### **PUBLIC FIRE AND LIFE SAFETY EDUCATOR II**

##### **NFPA 1035 (2000 Edition) Chapter 3, Section 3-2 Administration**

**3-2.1** Prepare a written budget proposal for a specific program or activity, given budgetary guidelines, program needs, and delivery expense projections, so that all guidelines are followed, and the budget identifies all program needs.

- (a) *Requisite Knowledge: Budgetary process; governmental accounting procedures; federal, state, and local laws; organizational bidding process; and organization purchase requests.*
- (b) *Requisite Skills: Estimate project costs; complete budget forms; create request statements; collect, organize, and format budgetary information; complete program budget proposal; complete purchase requests.*

**3-2.2** Project program budget expenditures, given program needs, past expenditures, current materials, personnel cost, and guidelines, so that projections are within accepted guidelines and program needs are addressed in the projected expenditures.

- (a) *Requisite Knowledge: Resource availability and cost, budgetary methods or process.*
- (b) *Requisite Skills: Retrieve and organize past budget information, project expenditures.*

#### **3-3 Planning and Development.**

**3-3.1\*** Establish public fire and life safety education priorities within a program, given relevant local loss and injury data, so that local public fire and life safety education activities address identified risk priorities.

- (a) *Requisite Knowledge: Content of reports and data.*
- (b) *Requisite Skills: Collect data, analyze data, establish priorities.*

**3-3.2** Develop an evaluation strategy, given educational program goal and objectives and evaluation instruments, so that program outcomes are measured.

- (a) *Requisite Knowledge: Evaluation methods.*
- (b) *Requisite Skills: Collect data, analyze data, implement evaluation strategy.*

**3-3.3** Design an evaluation instrument, given educational program goals and objectives and an evaluation strategy, so that the evaluation instrument measures the program outcome.

- (a) *Requisite Knowledge: Testing methods.*
- (b) *Requisite Skills: Measure program outcome, validate testing instrument.*

**3-3.4\*** Implement an evaluation strategy, given educational program goals and objectives and evaluation instrument(s), so that educational program outcomes are measured.

- (a) *Requisite Knowledge: Statistical analysis methods and resources, evaluation techniques.*
- (b) *Requisite Skills: Implement evaluation methods.*

## **STATE OF INDIANA**

### **JOB PERFORMANCE REQUIREMENTS**

#### **PUBLIC FIRE AND LIFE SAFETY EDUCATOR II**

##### **3-3 Planning and Development.**

**3-3.5** Participate in fire and life safety collaborative partnership, given information on the organizations in the partnership, the goal of the partnership, and organizational guidelines, so that fire and life safety education objectives for the partnership are achieved.

- (a) *Requisite Knowledge: Meeting times and locations of existing coalitions, group process.*
- (b) *Requisite Skills: Identify resources, negotiate, resolve conflict, interact in a group, communicate objectives, recognize opportunity for shared effort.*

**3-3.6** Prepare a request for support resources, given an organizational policy on requesting resources and a description of the resources needed, so that the request conforms to the provider's requirements.

- (a) *Requisite Knowledge: Legal issues, organizational policies for requesting resources, sources of assistance.*
- (b) *Requisite Skills: Write proposals.*

##### **3-4 Education.**

**3-4.1\*** Develop informational material, given an identified fire or life safety objective, so that information provided is accurate, relevant to the objective, and specific to the audience.

- (a) *Requisite Knowledge: Data resources, information systems including format and materials, learning theory.*
- (b) *Requisite Skills: Assemble information in specific format, generate written communication.*

**3-4.2\*** Develop a lesson plan, given learning objectives and a specified audience(s), so that the objectives are met.

- (a) *Requisite Knowledge: Lesson plan format, needs assessment, instructional methods/techniques.*
- (b) *Requisite Skills: Design lesson plan, adapt lesson plan based on audience need.*

**3-4.3** Develop educational materials, given a lesson plan and a specified audience, so that the materials support the lesson plan and are specific to the audience.

- (a) *Requisite Knowledge: Types of educational materials, instructional development, and graphics.*
- (b) *Requisite Skills: Design educational materials.*

**3-4.4\*** Adapt a lesson plan, given a specific audience, so that a modified lesson plan is responsive to the specific characteristics of the intended audience.

- (a) *Requisite Knowledge: Lesson plan format, needs assessment and instructional methods/techniques, and audience analysis.*
- (b) *Requisite Skills: Design lesson plan, adapt lesson plan based on audience need.*

**3-4.5** Design a public fire and life safety education program, given a comprehensive educational strategy, so that the goals of the given strategy are addressed.

- (a) *Requisite Knowledge: Needs assessment, evaluation instruments, educational methodology.*
- (b) *Requisite Skills: Compile, organize, and evaluate educational program elements.*

## **STATE OF INDIANA**

### **JOB PERFORMANCE REQUIREMENTS**

#### **PUBLIC FIRE AND LIFE SAFETY EDUCATOR II**

**3-4.6** Adapt an educational program, campaign, or initiative, given results of an evaluation of the program, campaign, or initiative and a description of the program including target audience(s) and learning objectives, so that the learning objectives are achieved.

(a) *Requisite Knowledge: Educational methods.*

(b) *Requisite Skills: Write specific objectives, write lesson plans, analyze data.*

#### **NFPA 1035 (2000 Edition) APPENDIX**

**A-3-3.1** The public fire and life safety educator should understand, access, and be able to clearly summarize relevant current local, state, and national statistics. This information is necessary for both the planning and evaluation of public fire and life safety education programs. Sources of information that accurately track fire incidence and nature of burn injuries vary among communities and can be limited to local fire service and hospital records. State and national data, such as National Fire Information Incident Reporting System (NFIRS) and the Burn Registry, can be used to justify local programming, but the more accurate and community-specific this information is, the more likely it is that it can be used in a meaningful way. Public fire and life safety educators should determine and use those pertinent data sources that are available, participate in and encourage systematic reporting where appropriate, and provide input into the modification and development of improved systems.

**A-3-3.4** Many times in public fire and life safety education programs and individual projects, developing resources outside the organization is necessary to achieve program goals and objectives. These resources might include volunteer educators, educational or promotional materials, financial resources, or any other personnel or material resources required to meet program needs. To solicit these resources effectively in the community, a record of past efforts, including program requirements, providers, methods of solicitation, personnel responsible for solicitation, and methods for managing and accounting for the resources, should be maintained.

**A-3-4.1** Informational materials and formats can include, but are not limited to, news releases, print and broadcast public service announcements, brochures, video news releases, newsletters, flyers, posters, and billboards.

**A-3-4.2** As with Public Fire and Life Safety Educator I, the requisite knowledge requirements can be satisfied through a variety of methods, including those listed in A-2-4.1. Because of the depth of these requirements, it is not possible, nor is it the desire of the committee, to recommend a minimum amount of training necessary to achieve the requirements. Rather, such a determination is the responsibility of the organization providing the training.



## **STATE OF INDIANA**

### **JOB PERFORMANCE REQUIREMENTS**

#### **PUBLIC FIRE AND LIFE SAFETY EDUCATOR II**

##### **NFPA 1035 (2000 Edition) APPENDIX**

**A-3-4.4** The public fire and life safety educator is frequently called on to deliver lessons to a variety of audiences and thus needs to understand how to adapt the lesson content so that it is understandable to different audiences. Audiences can vary in several ways that will impact their ability to understand and apply information. These differences can include the following:

- (1) Age
- (2) Educational backgrounds and learning style
- (3) Cultural and ethnic backgrounds
- (4) Physical ability and agility
- (5) Language (specific and slang)
- (6) Emotional characteristics (e.g., fearfulness)
- (7) Values and beliefs

To be responsive to these differences, the public fire and life safety educator should consider how the lesson plans and content address these dimensions. For example, a lesson plan for a middle-class adult suburban population could run for a long period and utilize lecture as a primary presentation technique. Adapting this lesson plan to an elementary school audience would require a shorter time period and experiential teaching techniques to meet the same objectives.

## **STATE OF INDIANA**

### **JOB PERFORMANCE REQUIREMENTS**

#### **PUBLIC FIRE AND LIFE SAFETY EDUCATOR II**

##### **Skill Test 1: Administration**

**Objective:**     **3-2.1** Prepare a written budget proposal for a specific program or activity, given budgetary guidelines, program needs, and delivery expense projections, so that all guidelines are followed, and the budget identifies all program needs.  
**3-2.2** Project program budget expenditures, given program needs, past expenditures, current materials, personnel cost, and guidelines, so that projections are within accepted guidelines and program needs are addressed in the projected expenditures.

**Task:**            The candidate shall estimate project costs; complete budget forms; create request statements; collect, organize, format budgetary information; complete program budget proposal; complete purchase requests, retrieve and organize past budget information, and project expenditures.

**Tools:**          Pen/Pencil, paper, computer if possible, required forms if possible, and other applicable information and reference materials as determined by the instructor to complete the objectives.

**Attainment:** Complete all elements of the assigned task within a period described by the instructor.

<b><u>Did the candidate: (Complete the following)</u></b>	<b><u>Pass</u></b>	<b><u>Fail</u></b>
1.) Estimate project costs		
2.) Complete budget forms		
3.) Create request statements		
4.) Collect, organize, and format budget information		
5.) Complete program budget proposal		
6.) Complete purchase requests		
7.) Retrieve and organize past budget information		
8.) Project expenditures		
9.) All forms completed clear, concise, and legible		

**Date:** \_\_\_\_\_

**Candidate:** \_\_\_\_\_

**Evaluator:** \_\_\_\_\_

## **STATE OF INDIANA**

### **JOB PERFORMANCE REQUIREMENTS**

#### **PUBLIC FIRE AND LIFE SAFETY EDUCATOR II**

##### **Skill Test 2: Planning and Development**

**Objective:** 3-3.1\* Establish public fire and life safety education priorities within a program, given relevant local loss and injury data, so that local public fire and life safety education activities address identified risk priorities.

**Task:** Collect data, analyze data, establish priorities.

**Tools:** Pen/pencil, paper, applicable reference material, and a computer if possible.

**Attainment:** Complete tasks within a time frame determined by the instructor.

<b><u>Did the candidate: (Complete the following)</u></b>	<b><u>Pass</u></b>	<b><u>Fail</u></b>
1.) Collect data; addressing local public fire and life safety risk priorities		
2.) Analyze data: addressing local risks priorities		
3.) Establish risk priorities		

**Date:** \_\_\_\_\_

**Candidate:** \_\_\_\_\_

**Evaluator:** \_\_\_\_\_

## STATE OF INDIANA

### JOB PERFORMANCE REQUIREMENTS

#### PUBLIC FIRE AND LIFE SAFETY EDUCATOR II

##### **Skill Test 3: Planning and Development**

**Objective:** 3-3.2 Develop an evaluation strategy, given educational program goal and objectives and evaluation instruments, so that program outcomes are measured.

3-3.3 Design an evaluation instrument, given educational program goals and objectives and an evaluation strategy, so that the evaluation instrument measures the program outcome.

3-3.4\* Implement an evaluation strategy, given educational program goals and objectives and evaluation instrument(s), so that educational program outcomes are measured.

**Task:** Collect data; analyze data, implement evaluation strategy. Measure program outcome, validate testing instrument. Implement evaluation methods.

**Tools:** Pen/Pencil, paper, a computer if possible, local media resources, policies regarding dissemination of information.

**Attainment:** Complete the objectives as determined by the instructor.

<b><u>Did the candidate: (Complete the following)</u></b>	<b><u>Pass</u></b>	<b><u>Fail</u></b>
1.) Develop evaluation strategy to measure program outcomes		
2.) Design evaluation instrument; validating testing instrument		
3.) Implement evaluation methods		

**Date:** \_\_\_\_\_

**Candidate:** \_\_\_\_\_

**Evaluator:** \_\_\_\_\_

## **STATE OF INDIANA**

### **JOB PERFORMANCE REQUIREMENTS**

#### **PUBLIC FIRE AND LIFE SAFETY EDUCATOR II**

**Skill Test 4: Planning and Development**

**Objective:** **3-3.5** Participate in fire and life safety collaborative partnership, given information on the organizations in the partnership, the goal of the partnership, and organizational guidelines, so that fire and life safety education objectives for the partnership are achieved.  
**3-3.6** Prepare a request for support resources, given an organizational policy on requesting resources and a description of the resources needed, so that the request conforms to the provider's requirements.

**Task:** The candidate shall identify resources, negotiate, resolve conflict, interact in a group, communicate objectives, and recognize opportunity for shared effort and write proposals.

**Tools:** As determined by the instructor

**Attainment:** Complete the objectives as determined by the instructor.

<b><u>Did the candidate: (Complete the following)</u></b>	<b><u>Pass</u></b>	<b><u>Fail</u></b>
1.) Write a proposal requesting resources needed		
2.) Identify resources to collaborate with		
3.) Negotiate and resolve conflicts		
4.) Interact in a group, communicating objectives		
5.) Recognize shared effort		

**Date:** \_\_\_\_\_

**Candidate:** \_\_\_\_\_

**Evaluator:** \_\_\_\_\_

## **STATE OF INDIANA**

### **JOB PERFORMANCE REQUIREMENTS**

#### **PUBLIC FIRE AND LIFE SAFETY EDUCATOR II**

##### **Skill Test 5: Education**

**Objective:** 3-4.1\* Develop informational material, given an identified fire or life safety objective, so that information provided is accurate, relevant to the objective, and specific to the audience.

3-4.2\* Develop a lesson plan, given learning objectives and a specified audience(s), so that the objectives are met.

**Task:** The candidate shall assemble information in specific format, generate written communication, design lesson plan, adapt lesson plan based on audience need.

**Tools:** Information systems, including format, materials, and data, other materials as determined by the instructor.

**Attainment:** Complete the objectives as determined by the instructor.

<b><u>Did the candidate: (Complete the following)</u></b>	<b><u>Pass</u></b>	<b><u>Fail</u></b>
1.) Obtain specific learning materials, relevant to the objective		
2.) Generate written communication		
3.) Conform lesson plan format to audience		
4.) Design lesson plan		

**Date:** \_\_\_\_\_

**Candidate:** \_\_\_\_\_

**Evaluator:** \_\_\_\_\_

## STATE OF INDIANA

### JOB PERFORMANCE REQUIREMENTS

#### PUBLIC FIRE AND LIFE SAFETY EDUCATOR II

##### **Skill Test 6: Education**

**Objective:** 3-4.3 Develop educational materials, given a lesson plan and a specified audience, so that the materials support the lesson plan and are specific to the audience.

3-4.4\* Adapt a lesson plan, given a specific audience, so that a modified lesson plan is responsive to the specific characteristics of the intended audience.

**Task:** The candidate shall design educational materials, design lesson plan, adapt lesson plan based on audience need.

**Tools:** Materials determined by the instructor.

**Attainment:** Complete the objectives as determined by the instructor.

<b>Did the candidate: (Complete the following)</b>	<b>Pass</b>	<b>Fail</b>
1.) Determine instructional methods/techniques given a specific audience		
2.) Design lesson plan		
3.) Conform lesson plan to audience		
4.) Design educational materials		

**Date:** \_\_\_\_\_

**Candidate:** \_\_\_\_\_

**Evaluator:** \_\_\_\_\_

## STATE OF INDIANA

### JOB PERFORMANCE REQUIREMENTS

#### PUBLIC FIRE AND LIFE SAFETY EDUCATOR II

##### **Skill Test 7: Education**

**Objective:** **3-4.5** Design a public fire and life safety education program, given a comprehensive educational strategy, so that the goals of the given strategy are addressed.

**3-4.6** Adapt an educational program, campaign, or initiative, given results of an evaluation of the program, campaign, or initiative and a description of the program including target audience(s) and learning objectives, so that the learning objectives are achieved.

**Task:** The candidate shall compile, organize, evaluate educational program elements, write specific objectives, write lesson plans, and analyze data.

**Tools:** Materials determined by the instructor.

**Attainment:** Complete the objectives as determined by the instructor.

<b><u>Did the candidate: (Complete the following)</u></b>	<b><u>Pass</u></b>	<b><u>Fail</u></b>
1.) Compiled, organized, and evaluated educational program elements		
2.) Write specific objectives		
3.) Write lesson plans		
4.) Analyze data		

**Date:** \_\_\_\_\_

**Candidate:** \_\_\_\_\_

**Evaluator:** \_\_\_\_\_